DOCUMENT RESUME

ED 187 890 CE 025 450

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TITLE Planning a Vocational Program through Inter-District Cooperation.
INSTITUTION Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.
NOTE 34p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Cooperative Planning; Financial Support; Guidelines; *Institutional Cooperation; Interdistrict Policies; *Program Development; Program Implementation; *Program Proposals; Records (Forms); *School Districts; Secondary Education; Shared Facilities; *Vocational Education

ABSTRACT

This guide provides information regarding the development of a vocational cooperative whereby neighboring school districts may share vocational programs at a central location or at several sites on a cost-sharing basis. Chapter 1 presents procedures involved in the initial planning stage. Chapter 2 outlines the development of a proposal, and chapter 3 outlines the development of educational specifications needed for implementation. The final chapter includes appended information and forms, such as definitions; a copy of the Interlocal Cooperation Act; a sample of the resolution-participation agreement; procedures for organizing an administrative council; the organizational format for a joint agreement; and an application to participate in a secondary vocational program through cooperative arrangement. (BM)

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PLANNING A VOCATIONAL PROGRAM THROUGH INTER-DISTRICT COOPERATION

CE 025 450

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FOREWARD

The Vocational Amendments of 1976 (P.L. 94-482) provide educational agencies the opportunity to "extend, improve ..... and develop new programs of vocational education ....." These provisions encourage educators to plan and implement appropriate vocational programs for the populations they serve.

This brochure includes information regarding the development of a vocational cooperative whereby neighboring school districts may share vocational programs at a central location or at several sites on a cost sharing basis.

Please contact the Nebraska Department of Education, Division of Vocational Education for technical assistance in planning, developing, implementing and evaluating secondary vocational education programs that will be offered through inter-district cooperation.

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INITIAL PLANNING

I. INITIAL PLANNING

1.1 Discuss the Need for an Area Secondary Program

School districts within a geographic area may conduct a meeting to explore the needs for planning an area program. All schools within the area should be involved. Superintendents, Educational Service Unit administrators (hereafter referred to as E.S.U.) and representatives of local boards of education should attend. A Nebraska Department of Education, Division of Vocational Education staff member will be available to attend and answer questions.

1.2 Designate an Administrative District

If interested in pursuing the development of an area program, the school districts shall identify one district as an administrative district to prepare and submit a formal request to the Nebraska Department of Education, Division of Vocational Education. This district will be the legal entity for the program during the planning period.

1.3 Prepare and Submit a Plan

This request shall be in the form of a brief plan. It shall identify the schools involved and project what the cooperating districts propose to do.

If the Nebraska Department of Education, Division of Vocational Education responds favorably to the plan, the school districts may start a two-phase procedure for obtaining approval of a secondary vocational education program conducted through a cooperative arrangement.

Approval of this brief or any future proposal does not signify automatic approval of the next phase nor does it include obligation of funds.

DEVELOPMENT OF A PROPOSAL

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II. PHASE I -- DEVELOPMENT OF A PROPOSAL

2.1 Meet with Nebraska Department of Education, Division of Vocational Education Representative

If a preliminary plan is favorably received, a Nebraska Department of Education, Division of Vocational Education staff member will meet with representatives of cooperating districts to identify future steps and outline responsibilities for planning.

2.2 Secure Appropriate Participating Agreement from Each Local Agency or Institution Involved.

Phase I participation agreement should include the following: (a) name and address of participating district, (b) name and address of administrative district during Phase I planning period, and (c) pertinent administrative procedures and financial arrangements during the Phase I planning period. The participation agreement shall be dated and signed by the president and secretary of the board of education and also by the superintendent of the district. This agreement shall be expanded in the form of a joint agreement when funds are involved.

2.3 Prepare Phase I Proposals

The Phase I proposal is a refinement and expansion of the plan briefly outlined in 1.3. The Phase I proposal is a tentative realistic plan of action. All participating districts should be involved in its development. The contents should include the following information:

2.3-1 Introduction: Describe events that show the developmental stages of the proposed vocational cooperative. Indicate public meetings held to inform all administrators, school boards, and lay persons of the proposed cooperative.

Superintendents, boards of education, E.S.U. administrators, and the citizens of the area shall have a philosophy committed to providing a broad comprehensive vocational program for all populations in the area. A genuine desire to achieve this goal through the "cooperative efforts" of participating districts is imperative.

2.3-2 Proposed Area: Describe the geographic and demographic conditions present in the area to be served by the proposed program. Include a map that designates location of the districts in the cooperative.

All high school populations in the area should be involved; no recognized secondary school within a 35 mile radius of the program site may be excluded.* Documented evidence must be available to indicate that efforts were made to involve all school districts. The physical features of the territory to be served shall be such that transportation scheduling is reasonable. (Programs proposed using mobile units should justify this delivery system.)

2.3-3 Enrollment Potential: Indicate the current total secondary public and private school enrollments and estimated enrollment projections for three and five years.

2.3-4 Need: Describe the general occupational needs of the residents and the manpower needs of business and industry within the proposed area. Explain why the present programs and facilities fail to meet the needs and how they will be utilized in conjunction with the proposed cooperative. Include joint agreements to be utilized with existing programs.

2.3-5 Possible Programs of Instruction: Briefly describe the proposed occupational programs to be offered in the cooperative. Include plans for adults, out-of-school youth, handicapped, disadvantaged, and other types of populations to which programs will be directed.

The proposed programs shall be consistent with (a) current and projected employment needs as determined by periodic local, state, and national occupational surveys and (b) student interest surveys. If current surveys are not available they shall be conducted in Phase II. Programs which are identified as necessary in meeting the needs of the area should be developed (local, state and regional). At least five occupational programs shall be planned. The list of programs in the Phase I proposal may change as studies are completed during the Phase II development.

2.3-6 Administrative and Operational Plan: Describe the structure and organization for the administration, supervision, and operation of the proposed vocational cooperative.

The adminstrative structure shall be formed early in Phase I. This structure should be explained in the Phase I "participating agreement" and finalized in Phase II through the detailed "joint agreement". One school district shall be the adminstrative district and the legal entity for the vocational cooperative unless otherwise designated. (See N.R.S. 23-2204, Appendix B)

* Not applicable to mobile classrooms.

An administrative council shall recommend policies and regulations and procedures to implement the policies. A lay advisory committee shall make recommendations on the total occupational program.

2.3-7 Financial Information: (a) Describe each participating district's ability to pay and (b) the plan to provide the necessary local funds for supporting present and future program operations and for providing adequate facilities, equipment and staff. Note any available financial assistance from non-school sources.

JOINT FUNDING OF FACILITIES BY ALL PARTICIPATING DISTRICTS IS STRONGLY RECOMMENDED.

2.3-8 Request and Authorization: Prepare a letter, signed by the administrative district superintendent (or in the case of an E.S.U., the administrator), to the Assistant Commissioner of the Nebraska Department of Education, Division of Vocational Education requesting approval to proceed in the development of a vocational cooperative through the Phase I planning period. List the date the complete proposal was approved by the administrative council.

Attach a statement that the board of education of the administrative district through board action at a business meeting authorized the superintendent of the district to submit this request. Give the date of the board action.

Secure the signatures of the president and secretary of the board of education and the district superintendent. Have the statement notarized.

2.3-9 Appendix: Include a copy of each cooperating school's participation agreement. Include other pertinent supportive information.

DEVELOPMENT OF EDUCATIONAL SPECIFICATIONS

III. PHASE II -- DEVELOPMENT OF EDUCATIONAL SPECIFICATIONS (Detailed plan to be implemented)

3.1 Hire a Full-Time Planning Director and Other Appropriate Personnel to Develop the Detailed Plans for the Proposed Vocational Cooperative.

The director should be selected on the basis of his/her experience and abilities including a wide variety of administrative skills such as facility planning; curriculum development; purchasing procedures, human, community and public relations; supervision of personnel; and budgetary practices. He/she should have knowledge about state and national legislation; state plans and guidelines; industry, business and economics. He/she should have an understanding of the current philosophy of vocational cooperatives and contemporary vocational education in general.

The planning director shall be employed by the administrative district. (See N.R.S. 23-2206, Appendix B.) His/her duties, responsibilities and authority shall be defined by the administrative council. His/her primary function is to coordinate, develop and implement an effective vocational program to meet the vocational needs of the area.

3.2 Develop a Philosophy and Preliminary Planning Policies

The philosophy and preliminary planning policies will give direction to the total planning. They should be flexible and broad but still point to the ultimate goal. They will clarify thinking and give a degree of direction to the planning staff. They should be changed as new trends develop. Flexibility should be incorporated so the staff can develop innovative programs consistent with surveys being conducted. These policies may be refined in the final development of the Phase II proposal.

3.3 Secure Appropriate Joint Agreement of All Participating Agencies

This agreement shall include, but not be limited to, provisions for (a) administration, (b) membership, (c) staff, (d) program, (e) financing, (f) transportation, (g) lay advisory committee, and (h) provision for withdrawal and addition of districts. Other items which should be included are student selection, audit, entitlement to use, credit for course completion and provision for changes in agreement.

The terms of the agreement should be specific rather than general.

3.4 Develop a Time Sequence Chart of Principle Activities - That Need To Be Accomplished

To successfully meet the goal of an operational vocational cooper-

ative, some method should be employed to identify principle activities. They should be organized into a priority sequence. A time period for completion of each task should be assigned so that progress will be continuous and orderly.

Planning directors should become familiar with and utilize some systematic planning methods. Two well-known planning methods commonly utilized are PERT (Program Evaluation Review Technique - a type of flow chart) and Principle Activities Time Sequence Chart.

After the sequence chart has been developed and approved, the administrative council may need to subdivide to assist the director and administrative district (depending on organizational pattern) to perform efficiently. These subcommittees should be formed as needed. (A program, public relations, and finance subcommittees should be formed immediately while others such as site or facility committee need not be organized until later.)

3.5 Plan a Public Relations Program

Since numerous activities and many people are instrumental in the development of a vocational cooperative, public relations activities need to be planned. The rapport established early in the project will affect future support. One of the many effective communication devices is a newsletter mailed to all individuals participating in the program development.

Groups to be informed and involved include lay citizens; area administrators; school board members; teachers; representatives of business, labor and industry; and postsecondary and private school personnel. All communities within the geographic area of the proposed cooperative should be informed. Each participating school district should identify representatives to be involved.

3.6 Establish a General Lay Advisory Committee to Lend Assistance and Direction in the Overall Planning of the Cooperative.*

Such a committee composed of adequate representation of business, industry, management, organized labor, civic organizations, postsecondary representatives and lay persons can provide valuable direction to the educators in providing for the needs of all interested groups in the area.

* Nebraska Department of Education, Division of Vocational Education publication, "Advisory Committees for Vocational Education" is a suggested reference for the planning director.

3.7 Survey and Analyze Employment Opportunities, Training Programs Needed, and Students' Interests *

The information will provide a basis for proposing a program to meet identified and projected needs. For this reason the survey should be complete and comprehensive. Its scope will depend on the size and nature of the geographic area to be served; the number of businesses, industries, and high school students within the area; and the number and types of training agencies already available to those students.

Before a student interest survey is conducted, an occupational orientation program must be presented to all students to enable them to make realistic choices based upon a clear understanding of available opportunities. The student interest survey form should list at least 50 - 100 individual offerings.

The selection of occupational programs to be offered should be related to manpower needs, students' interests and anticipated enrollments. Final programs selected may be based upon a clustering of the interests of students and the needs of business and industry as identified in the survey.

3.8 Utilize Educational Consultants, Legal Counsel, and Other Professional Advisors

The services of some or all of these persons are generally needed during the project development for planning and checking local, state and federal regulations and requirements. State consultants are available by request and shall be actively involved in all stages of planning.

3.9 Select Occupational Programs

Program selection is one of the most important developments in the planning stage. It should be done with great care and the Consultants from the Nebraska Department of Education, Division of Vocational Education shall be involved before specific programs are determined. A review of information from surveys and recommendations from consultants, advisory committees and others will facilitate the selection. Programs for emerging occupations should be considered. Sequential programs, consistent with offerings at participating high schools, area postsecondary colleges, and private schools, should be planned. Programs shall also meet the needs of all individuals including the disadvantaged and the handicapped. Each cooperative will offer programs unique to its geographic area.

* Nebraska Department of Education, Division of Vocational Education publication, "Planning for Vocational Education Through Needs Assessment" is a suggested reference.

3.10 Establish Individual Occupational Program Advisory Committees

These committees, established for specific program areas will serve as a means to keep the curricula up-to-date and meaningful. They can give valuable assistance in educational specification development. State Department personnel should be involved at the onset and later, when appropriate.

3.11 Develop Educational Specifications

After a philosophy, preliminary planning policies, and program selection have been determined, educational program specifications can be developed.

Educational Specifications Defined:

> An educational specification is the written description of educational activities and program requirements which the vocational cooperative should accommodate.
>
> A complete educational specification includes a written description for the facility in general, as well as a written description for each program to be provided.
>
> If complete, the educational specification will provide information to questions about philosophy; program objectives; performance goals; number of sections per program; number of people served at one time and totally; methods of instruction, such as handling individual differences, team teaching, and inter-groupings; and provisions for the disadvantaged and handicapped.

3.12 Develop Tentative Cost Estimates

The local districts are expected to develop all component cost estimates.

3.13 Plan a Finance Program

This should include how the school districts in the joint agreement are going to pay their share of any proposed construction, initial equipment, and initial operating costs. Clear determination should be made of the amount of support that has been agreed upon and then secured by each participating district. Evidence of existing funds, resolutions passed, and industrial support must be documented in the Phase II Proposal.

3.14 **Prepare Phase II Proposal**

The content of the Phase II Proposal shall include the following:

3.14-1 Describe briefly the planning activities before and after Phase I approval. Generally this proposal clarifies Phase I and gives a verified indication of needs and a plan for action.

3.14-2 Area to be Served: Provide detailed description of geographic area to be served by the vocational cooperative. Include a map which indicates location of the districts and major employers of the area. List present enrollments and three-and five-year projected enrollments in grades 9-12 of participating schools. Summarize the number of high school graduates within the proposed area who go on to postsecondary education (number and percent of high school graduates who have entered a 2 or 4 year college the past 2 years). Summarize drop-out rates of schools within the proposed area (number and percent of students in grades 9-12 who have dropped out of school in the past two years).

3.14-3 Need: Indicate the annual employment possibilities for the graduates of each selected program for the next five years. Give a brief description of the procedures used to determine the employment needs; attach copies of questionnaire, other instruments and reports used. Survey students' interests in relationship to employment possibilities; attach copy of questionnaire. Give a brief description of present vocational programs in the geographic area. Indicate how they will relate to programs in the proposed cooperative. Needs of business and industry, students' interests in occupational programs, and existing occupational program deficiencies justify the programs selected.

3.14-4 Programs of Instruction: Indicate exact programs to be offered for the first year of operation and the anticipated enrollment in each. Do the same for the second year. Indicate plans for out-of-school youth, disadvantaged and handicapped students, and adults and other groups.

3.14-5 Complete Educational Specifications: Include the complete specifications developed according to material contained in this publication. They must be thorough and complete, including specifications for each occupational program and for the overall facility.

3.14-6 Administrative and Operational Plan: Include a copy of the approved joint agreement form. (The joint agreement is an indication of an individual school district's support of the complete Phase II proposal.) Describe the complete administrative structure and staff organization structure. Attach a copy of the philosophy, goals and operational policies for the cooperative. Name all operative advisory committees involved.

Include in the appendix a signed joint agreement for each participating school district. Each agreement should be dated, signed by the president and secretary of the school board and the superintendent of the school district, and notarized.

3.14-7 Financial Information: Describe the financial capabilities of all districts in the joint agreement. This should include legal tax rates (education and building), present tax rates (education and building), assessed valuation, bonded indebtedness, and available bonding power.

3.14-8 Project Cost Estimates: Describe each district's costs and plan to finance the project. Show evidence of individual district's monies being available.

3.14-9 Time Schedule: Attach a copy of the Time Sequence Chart which has been developed for all principle activities remaining to be done to complete the project. Include a timetable for readying the facility for the first year of operation.

3.14-10 Request and Authorization: Prepare a letter signed by the administrative district's superintendent (unless otherwise designated. See 2.3-6) to the Assistant Commissioner, Nebraska Department of Education, Division of Vocational Education, requesting approval of the proposed project by the State Board. Indicate local matching funds available. List the date the complete proposal was approved by the administrative council.

Attach a statement that the board of education of the administrative district, through board action at a business meeting authorized the superintendent of the district to submit this request. Give the date of the board's action.

Secure the signatures of the president and secretary of the board of education and the administrative district superintendent. Have the statement notarized.

3.14-11 Appendix: Include copies of any pertinent supportive materials and signed copies of each school district's joint agreement. Other suggested items are copies of all administrative council minutes and endorsement by community groups.

3.15 Submit three copies of the Phase II Proposal to the Nebraska Department of Education, Division of Vocational Education and await notification of review procedure.

APPENDIX

DEFINITIONS

Administrative Council[1]

A council which has the responsibility of recommending policies and regulations and procedures designed to implement the policies. In general, it should make all substantial decisions related to the vocational cooperative. The superintendent (or his designated representative) and a board member from each participating school district should be members.

The administrator(s) of the Educational Service Unit(s) involved and a representative of the nearest 2-year technical community college, such as the dean of occupational and technical education, should be ex-officio members.

Administrative District[2]

That district designated by participating districts as the legal agent for administering the joint agreement. This district shall be legally responsible for all operations under the joint agreement. It shall execute contracts, secure legal council, handle funds, prepare an annual financial statement which shall be annually audited, et cetera.

Disadvantaged

Means persons (other than handicapped) who have academic or economic handicaps and those who have limited English speaking ability, who require special services and assistance in order for them to be able to succeed in regular vocational education programs.

Follow-up Study (vocational)

A survey to determine what occupations the students and graduates of vocational education courses have entered and pursued over a span of time and how effective their training has been in relationship to actual needs of the job.

Guidance Services (vocational cooperative)

Activities supplemental to and not replacing the counseling received by students at their home schools. The vocational guidance coordinator at an area center works with staff personnel of participating schools, industrial personnel of the area, and other agency personnel to accomplish

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[1] and [2] Legal counsel may need to be obtained for defining the roles of the administrative council and the administrative district in finalizing the joint agreement.

the following activities: (1) identify individuals needing vocational education and encourage enrollment in occupational programs, (2) provide students with information which will help them make meaningful and informed occupational choices, (3) assist students while they pursue a vocational program, (4) aid graduates and others in vocational placement, and (5) make follow-up surveys of individuals who had been enrolled in vocational and technical programs.

Handicapped

Means persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, have specific learning disabilities, or other health impaired persons who by reason thereof, cannot succeed in regular vocational education programs without special educational assistance or who require a modified vocational education program.

Joint Agreement

An extension of the school code: a written agreement between individual school districts participating together to provide a vocational education program. The shared responsibilities of the common program are spelled out in the legal, written joint agreement which is signed by each district's board of education president and secretary, and superintendent of schools.

Lay (General) Advisory Committee

A committee composed of representatives of the area and concerned with the total operation of the center. They generally give advice in setting standards and developing the overall vocational program. Members usually include spokesmen of organized groups, influential citizens and persons who employ and supervise workers. Representatives from labor, 2-year technical community colleges, etc...should also be included. Vocational lay advisory committee must be organized early in Phase I and operative in Phase I and II.

Participating Agreement

The preface of a joint agreement giving the general terms which are spelled out in detail in the joint agreement.

Participating Schools

Schools which cooperate through a joint agreement to provide a vocational education program. They are also known as feeder schools and home schools.

PERT Chart - Program Evaluation Review Technique Chart

A type of flow chart; a pictorial representation of the interdependencies

and interrelationships of the events and activities which comprise a project from the instant of conception to the completion of the end product; a diagram which visibly demonstrates the job to be done. Since the PERT network is designed to be viable it will grow and develop and be drawn and redrawn as the project matures. Circles are usually drawn to represent each activity.

Philosophy of the School System

The officially adopted statement expressing the ideals the school system attempts to realize in its practices. This statement frequently includes considerations such as (1) the responsibility of the school system to the community and the relationship of the school system to other community agencies providing education; (2) present knowledge of the nature of youth with their differing needs, interests, and abilities; (3) present knowledge of the nature of learning and of aspects of knowledge itself; and (4) a concept of the roles and relationships of teachers, pupils, administrators, and others. The philosophy may be used as a basis for the general determination, interpretation, and evaluation of the school system's policies and activities.

Specific Occupational Advisory Committee

An advisory committee concerned with instruction in a specific program. Members are selected on the basis of their expertise in a specific trade or occupation. Generally, the committee should include an equal number of representatives from supervisory and non-supervisory personnel.

Survey, Occupational

A form of occupational census, taken by personnel trained to determine the number of qualified workers in designated occupations in a specific geographic or economic area. It can be used to evaluate the need for increasing or limiting the number available for employment in the occupations surveyed.

Time Sequence Chart

A logical sequential order of events listed according to the time pattern in which they must be completed.

Vocational Education

Vocational-Technical Education is a program of instruction designed to prepare individuals for gainful employment as semi-skilled or skilled workers or technicians in occupations requiring less than a baccalaureate degree.

(N.R.S. Article 22 of Chapter 23)

ARTICLE 22

INTERLOCAL COOPERATION ACT

Section.

23-2201. Interlocal Cooperation Act; declaration of purpose.
23-2202. Interlocal Cooperation Act; citation of act.
23-2203. Interlocal Cooperation Act; definition of terms.
23-2204. Interlocal Cooperation Act; public agency; powers; agreements.
23-2205. Interlocal Cooperation Act; public agency; submission of agreements for approval, when.
23-2206. Interlocal Cooperation Act; public agency; appropriation of funds; supply personnel.
23-2207. Interlocal Cooperation Act; public agency; contracts with other agencies; authorization; contents.

23-2201. Interlocal Cooperation Act; declaration of purpose. It is the purpose of sections 23-2201 to 23-2207 to permit local governmental units to make the most efficient use of their powers by enabling them to cooperate with other localities on a basis of mutual advantage and thereby to provide services and facilities in a manner and pursuant to forms of governmental organization that will accord best with geographic, economic, population and other factors influencing the needs and development of local communities.

Source: Laws 1963, c. 333, § 1, p. 1071.

The City of Omaha was not authorized by the Interlocal Cooperation Act to divert part of Elmwood Park to the University for a parking lot. Gallagher v. City of Omaha, 189 Neb. 598, 204 N.W.2d 157.

23-2202. Interlocal Cooperation Act; citation of act. Sections 23-2201 to 23-2207 may be cited as the Interlocal Cooperation Act.

Source: Laws 1963, c. 333, § 2, p. 1071.

23-2203. Interlocal Cooperation Act; definition of terms. (1) For the purposes of sections 23-2201 to 23-2207, the term public agency shall mean any county, city, village, school district or any agency of the state government or of the United States, any drainage district, sanitary and improvement district or any other municipal corporation or political subdivision of this state; and any political subdivision of another state.

(2) The term state shall mean a state of the United States and the District of Columbia.

Source: Laws 1963, c. 333, § 3, p. 1071; Laws 1971, LB 874, § 1; Laws 1975, LB 104, § 9. Effective date March 7, 1975.

23-2204. Interlocal Cooperation Act; public agency; powers; agreements. (1) Any power or powers, privileges or authority exercised or capable of exercise by a public agency of this state may be exercised and enjoyed jointly with any other public agency of this state having such power or powers, privilege or authority, and jointly with any public agency of any

other state or of the United States to the extent that laws of such other state or of the United States permit such joint exercise or enjoyment. Any agency of the state government when acting jointly with any public agency may exercise and enjoy all of the powers, privileges, and authority conferred by sections 23-2201 to 23-2207 upon a public agency.

(2) Any two or more public agencies may enter into agreements with one another for joint or cooperative action pursuant to the provisions of sections 23-2201 to 23-2207. Appropriate action by ordinance, resolution or otherwise pursuant to law of the governing bodies of the participating public agencies shall be necessary before any such agreement may enter into force.

(3) Any such agreement shall specify the following:

(a) Its duration;

(b) The precise organization, composition, and nature of any separate legal or administrative entity created thereby together with the powers delegated thereto, provided such entity may be legally created;

(c) Its purpose or purposes;

(d) The manner of financing the joint or cooperative undertaking and of establishing and maintaining a budget therefor;

(e) The permissible method or methods to be employed in accomplishing the partial or complete termination of the agreement and for disposing of property upon such partial or complete termination; and

(f) Any other necessary and proper matters.

(4) In the event that the agreement does not establish a separate legal entity to conduct the joint or cooperative undertaking, the agreement shall, in addition to items enumerated in subsection (3) of this section, contain the following:

(a) Provision for an administrator or a joint board responsible for administering the joint or cooperative undertaking. In the case of a joint board public agencies party to the agreement shall be represented; and

(b) The manner of acquiring, holding, and disposing of real and personal property used in the joint or cooperative undertaking.

(5) No agreement made pursuant to sections 23-2201 to 23-2207 shall relieve any public agency of any obligation or responsibility imposed upon it by law except that to the extent of actual and timely performance thereof by a joint board or other legal or administrative entity created by an agreement made hereunder, which performance may be offered in satisfaction of the obligation or responsibility.

Source: Laws 1963, c. 33, § 4, p. 1072.

23-2205. Interlocal Cooperation Act; public agency; submission of agreements for approval, when. In the event that an agreement made pursuant to sections 23-2201 to 23-2207 shall deal in whole or in part with the provision of services or facilities with regard to which an officer or agency of the state government has constitutional or statutory powers of control, the agreement shall, as a condition precedent to its entry into force, be submitted to the state officer or agency having such power of control and shall be approved or disapproved by him or it as to all matters within his or its jurisdiction.

Source: Laws 1963, c. 333, § 5, p. 1073; Laws 1975, LB 10[illegible], § 10. Effective date March 7, 1975.

23-2206. Interlocal Cooperation Act; public agency; appropriation of funds; supply personnel. Any public agency entering into an agreement pursuant to sections 23-2201 to 23-2207 may appropriate funds and may sell, lease, give or otherwise supply the administrative joint board or other legal or administrative entity created to operate the joint or cooperative undertaking by providing such personnel or services therefor as may be within its legal power to furnish.

Source: Laws 1963, c. 333, § 6, p. 1073.

23-2207. Interlocal Cooperation Act; public agency; contracts with other agencies; authorization; contents. Any one or more public agencies may contract with any one or more other public agencies to perform any governmental service, activity, or undertaking which each public agency entering into the contract is authorized by law to perform; Provided, that such contract shall be authorized by the governing body of each party to the contract. Such contract shall set forth fully the purposes, powers, rights, objectives, and responsibilities of the contracting parties.

Source: Laws 1963, c. 333, § 7, p. 1074.

APPENDIX C

PARTICIPATION AGREEMENT

RESOLUTION TO DEVELOP A SECONDARY VOCATIONAL COOPERATIVE

WHEREAS, the Board of Education of _____ School
(District Name)
District is concerned with providing vocational education for youth and adults, and

WHEREAS, cooperation with neighboring districts will result in the greatest efficiency in providing a variety of vocational programs,

THEREFORE, BE IT RESOLVED; that the Board of Education of _____
(District Name)
_____ desires to participate in the establishment of a Secondary Vocational Cooperative as permitted by the Nebraska State Plan for Vocational Education.

BE IT FURTHER RESOLVED, that staff will be hired to develop a secondary vocational cooperative, and costs of development, prior to the formation of the vocational cooperative, will be absorbed proportionately by each of the potential member districts.

This resolution was adopted at a _____ meeting of the
(special/regular)
_____ School Board on _____.
(Name of School District) (Date)

SIGNED: _____
(School Board President)
SIGNED: _____
(School Board Secretary)
SIGNED: _____
(Superintendent)

Additional amendments/changes may be added. This is only a sample form.

APPENDIX D

PROCEDURE FOR ORGANIZING A SECONDARY VOCATIONAL COOPERATIVE ADMINISTRATIVE COUNCIL

A Secondary Vocational Cooperative which chooses to be governed by a legal "Administrative Council" must comply with the requirements set forth in N.R.S. Article 22 of Chapter 23. A suggested procedure in organizing such a "Council" includes:

1. The "Administrative Council" members shall be members of the school board (or designee) of the participating school districts and shall be appointed by their respective school boards at the time of formal acceptance of the "joint agreement". The board will consist of one member per participating school district except each district with 300 students or more will be allowed one additional member per each 300 high school students not to exceed 3 members per one district.

2. Upon selection of the council representatives of the respective districts an organizational meeting should be called.

3. The initial meeting shall be called by _____. Once the "Administrative Council" members have been selected, notify the NDE/DVE Assistant Commissioner for Vocational Education who will in turn appoint an NDE/DVE staff member to work with the council upon request.

4. At the initial meeting the terms of membership shall be determined by lot in a manner that one-third will serve a one-year term, one-third a two-year term, and one-third a three-year term. Thereafter, the term of membership shall be three years.

5. The officers of the "Administrative Council" shall be a chairman and vice-chairman who shall not be from the same school district. They shall be selected at the organizational meeting.

6. Copies of N.R.S. Article 22 of Chapter 23 should be provided each member prior to the organizational meeting.

7. The powers and duties of the Council shall be discussed at the initial meeting.

8. An "Administrative Council" shall meet monthly.

9. The terminology "Vocational Education Cooperative" must appear in the legal name of the Council. (Example - Sandhills Vocational Education Cooperative Council)

APPENDIX E

ORGANIZATIONAL FORMAT FOR A JOINT AGREEMENT

1. General

   1.1 Name of Joint Agreement

   1.2 Purpose (General Purpose for the Joint Agreement)

   1.3 Membership (Must name School Districts involved)

2. Organization and Operation

   2.1 Administrative District

      2.1-1 Identified (If a single agreement covers multi-programs administered by more than one district, list administrative district of each program covered by Joint Agreement.)

      2.1-2 Function, responsibility and authority. (Spell out each as given the Administrative District by the participants.)

   2.2 Administrative Structure

      2.2-1 Director and/or Administrator (Structure, not necessarily name of person)

      2.2-2 Supervision and Guidance (Structure under which services are provided and generally how provided.)

      2.2-3 Instruction (Structure under which instruction is provided.)

   2.3 Duties of Administrative Personnel (General duties agreed upon by participants.

   2.4 Advisory Committee

      2.4-1 Structure (General make-up, how appointed, representation from various districts, etc.)

      2.4-2 Function (General purpose and how they operate)

3. Program

   3.1 Arrangements of Physical Facilities (Where, what and general arrangements)

   3.2 Types of Programs and/or Services (Name specific programs to be named under the agreement)

3.3 Arrangements for Employing Staff (Responsibility, authority, final decisions)

3.4 Involvement of Other Community and/or State Agencies (Who and how agencies are to be involved)

3.5 Finance

3.5-1 Administrative Cost (What is to be included in cost of program)

3.5-2 Operating Cost (What is to be included in cost of program)

3.5-3 Personnel Cost (Proportion of time included in program)

3.5-4 Procedures for financing Joint Agreement (Agreement as to how each district is to provide its share of current operating expenses--procedures for year-end settlement.)

4. Transportation

4.1 Designation of Responsibility (Who incurs expense and who claims reimbursement if available)

4.2 Coordination (between districts, if any)

5. Procedures for Withdrawal of a School District from a Joint Agreement

6. Provisions for Amendments (How and under what conditions may the Agreement be amended)

APPENDIX F

JOINT AGREEMENT FOR A SECONDARY VOCATIONAL COOPERATIVE

_____

(Official Name of Cooperative)

This agreement entered on this _____ day of _____, 19___, by and between the following school districts:

DISTRICT NAME	SIGNATURE - DISTRICT REPRESENTATIVE

The purpose of this cooperative agreement is to provide for comprehensive secondary vocational education within the geographical boundaries of member districts for high school students and vocational upgrading and retraining for adults. The program shall be accomplished by the creation of an Administrative Council which shall, on behalf of the member districts, manage and operate the program pursuant to the authority and in accordance with the conditions specified in N.R.S. Article 22 of Chapter 23.

APPLICATION TO PARTICIPATE IN A SECONDARY VOCATIONAL PROGRAM
THROUGH COOPERATIVE ARRANGEMENT

Instructions: Complete each item as requested. Forward two copies to the NDE/DVE.

1. Participating Districts:

   The _____ requests approval to participate in vocational
   (District)
   programs offered in the _____.
   (School District)

2. List the program(s) your district will participate in and the respective enrollments.

Vocational Program	Cost Per Student	Projected Enrollment	By grades 9th	10th	11th	12th
_____	$_____	_____	___	___	___	___
_____	$_____	_____	___	___	___	___
_____	$_____	_____	___	___	___	___
_____	$_____	_____	___	___	___	___
_____	$_____	_____	___	___	___	___
TOTAL	$_____					

3. Describe the scheduling arrangements: (Time of day, semester or full year,etc.)

   _____

   _____

4. Indicate number of minutes class will meet per week. _____

5. Certification:

   The above information accurately describes the proposed cooperative arrangement and is agreed to by both parties.

   _____ _____
   (Signature of Administrator of Sending District) (Date)

   _____ _____
   (Signature of Administrator of Receiving District) (Date)

   Approval of this application will make the above districts eligible for any and all provisions of the Nebraska State Plan for Vocational Education.

6. NDE/DVE Action: (For State Use Only)

   _____Approved _____Disapproved _____Deffered Action

   _____ _____
   Assistant Commissioner Date

REFERENCES

1. Area Secondary Vocational Center Planning Guide, State of Illinois, Division of Vocational Education, 1035 Outer Park Drive, Springfield, Illinois 62706

2. Guide for Implementing Career Education In Kansas Schools, Kansas State Department of Education, Kansas State Education Building, 120 East 10th Street, Topeka, Kansas 66612

3. Developing and Operating a Cooperative Center, State of Minnesota, Department of Education, Vocational - Technical Division, Centennial Office Building, St. Paul, Minnesota 55101

4. Guide for Planning and Developing Cooperative Efforts In Vocational Education, North Dakota State Board for Vocational Education, Bismarck, North Dakota

5. Statutes Concerning Joint Vocational School Districts, Ohio State Department of Education, Division of Vocational Education, Columbus, Ohio 43215

6. Oklahoma Area Vocational - Technical Schools - Rules and Regulations 1975, Oklahoma State Department of Vocational and Technical Education, Stillwater, Oklahoma 74074

7. Organization and Establishment of Area Vocational Technical Schools, Bureau of Vocational, Technical and Continuing Education, Pennsylvania Department of Education, Harrisburg, Pennsylvania 17126

8. Planning Guide for Multi District Secondary Occupational - Vocational Education in South Dakota, South Dakota Department of Education, Division of Vocational Education, Pierre, South Dakota 57501